

**El Camino College  
ESL Program Review  
Self-Study**

**Academic Year 2003-2004**

---

**ESL Self-Study Team**

**Georgiana Coughlan, Chair**

**Suzanne Herschenhorn**

**Daniel Houston**

**Nitza Llado**

**Debra Mochidome**

**Ann Strauch**

**Debra Weir**

**Phyllis West**

**Robert Young**

**Barbara Jaffe, Faculty Coordinator**

**Kristie Daniel-DiGregorio, Faculty Coordinator**

**Bobbi Villalobos, Acting Dean, Humanities**

**July 1, 2004**

## 1. Overview

### A. Description of Program

The current ESL program at El Camino College began in the fall semester of 1977 as a restructuring of previous ESL courses that had been taught as separate classes, some for Spanish speakers and some for speakers of other languages. The intention of the new program was to mix language backgrounds and increase opportunities for students to use English while learning about other cultures. The restructured program was also more intense with classroom hours greatly increased so that a student taking two ESL courses, for example, would receive ten hours of instruction weekly. Currently, there are nine full-time ESL faculty members, 32 adjunct faculty members, and depending on the semester, 54 sections are offered throughout the day and night. At this time, the program's current full-time/part-time ratio is 51/49.

Now, since the college has moved from an 18-week semester to a 16-week semester, ESL students receive slightly more instruction than this per week if taking two courses. The newly redesigned program also allowed students with lower levels of English proficiency to meet unit requirements for entering foreign students. The restructured program was also divided into tracks designed to meet the basic needs of two groups—those planning academic futures with degree objectives and those who want to focus on improving their effectiveness as communicators in English.

From the beginning, the ESL program had a menu approach in which students were given a placement test which then allowed them to choose a series of courses at appropriate levels from several options: listening/speaking (51A,B, C); reading and vocabulary (52A, B, C); and low intermediate and intermediate writing and grammar (53A and B). The writing series also includes English A and 1A for foreign students, which have the same master course syllabi as English A and 1A in the English Department but meets for an additional two hours per week compared to its English course counterpart and must be taught by instructors qualified to teach both English and ESL. English 1A for foreign students is a transfer level course that constitutes the first semester of freshman composition.

Several years ago, the ESL Department piloted two multi-skill distance education courses via television, ESL 44 and 45, but they have not been offered for the past several years. The ESL Placement Test, which has been validated by the Chancellor's Office, has three parts: a computerized reading placement test; the LOEP by Accuplacer, a locally designed writing sample; and an oral interview. Some F1 Visa students also enter the low end of the credit program by successfully completing work in the ECC Language Academy, recently implemented for students from overseas whose TOEFL scores are too low for regular admission to the college.

### B. Status of Previous Recommendations (1993)

- 1) The ESL Department should continue the development of its Mentoring Program for new and part-time faculty as a means of providing uniform teaching standards. Over the years, this has been done, but it has not always happened on a regular basis. Faculty surveys of both full and part-time faculty indicate that there is a need to

continue and re-invigorate this effort. In addition, the Humanities Division, of which ESL is a part, has committed in its strategic planning to implement an orientation program for new part-time faculty by July 2005. Planning is currently underway to pilot the program for Fall 2004.

- 2) In order to gain a better understanding of the effectiveness of the ESL Program, the Department should examine the success rates of ESL students who enroll in English 1B and 1C courses in the English Department. This has not been done.
- 3) The Department should explore ways to enhance cooperation with the Learning Resource Center so that the Center can better provide for the needs of students and faculty. Progress toward this goal was made when Academic Strategies 22ab, Vocabulary Building for College Students was revised to include a section dedicated to ESL students. In addition, ESL faculty will continue to work with the Learning Resources Center to update the ESL materials.
- 4) The Community Education Office should review the need for ESL classes of its own that would be compatible with and feed into the Department's program. Since the last ESL Program Review, ECC has established the English Language Academy for F1-Visa students whose TOEFL scores would not allow them to enter regular classes. Many students who complete this program are then successfully mainstreamed into the ESL program.
- 5) For the convenience of program faculty, the ESL Department should explore means by which ESL support services and materials can be made available at a single location. Due to space constraints, this goal has not been met. However, the need has been presented to the Humanities Building Committee that is collaborating with campus architects for the new faculty expected Fall 2007.
- 6) To the extent that the step is justified by program enrollment and permitted by budgetary constraints, additional full-time faculty positions should be added to the department. One full time faculty member has resigned; two more have been hired since the last program review. We anticipate the hiring of one new faculty member, beginning the 2004 academic year.

## II. Program Statistics

### A. Demand: FTES by ESL Courses—1<sup>st</sup> census data

**Instructions: Analyze the FTES by Course/Program using 1<sup>st</sup> census data and answer the following questions. At a minimum, your analysis must include a 3-year cycle comparing like semesters.**

ESL courses	Fall 2001 (# of classes offered)	Fall 2002 (# of classes offered)	Fall 2003 (# of classes offered)
51A	22.670 (5)	22.830 (4)	20.467 (4)
51B	22.160 (5)	29.670 (5)	30.738 (5)
51C	10.00 (2)	11.67 (2)	10.846 (1)
52A	26.830 (5)	28.000 (5)	29.817 (6)
52B	53.170 (9)	49.820 (9)	47.904 (9)
52C	5.50 (1)	4.67 (1)	4.723 (1)
53A	38.500 (9)	45.660 (9)	28.864 (8)
53B	49.830 (10)	48.660 (11)	52.714 (6)
55	5.33 (1)	3.00 (1)	4.095 (1)
AX	48.340 (9)	40.500 (9)	40.138 (6)
1A	38.840 (7)	40.510 (7)	39.657 (4)
Totals	321.17 (63)	325.00 (63)	309.963 (51)

- 1) **Given the data, can you recognize any trends in course demand in any of the Program's courses?**

Before Fall 2003, the ESL Department was in growth mode. Clearly, Fall 2003 shows the effects of the decreased budget with 12 sections cut, mostly from the writing classes. The high FTES for Fall 2003 also suggests that the instructors are enrolling more students than in previous semesters relative to the amount of sections offered and that their classes are impacted with large amounts of students who are not dropping. The demand for the writing classes continues to be strong.

- 2) **What are you doing to respond to trends?**

Due to the budget limitations, classes had to be cut.

- 3) **Should a recommendation be written addressing the data?  Yes  No (if yes, list)**

- Increase the amount of writing sections offered: 53A, B, AX, 1A
- Provide additional monies for ESL courses to protect the cutting of necessary sections.

## B. Offerings: Fill Rate

Instructions: Review and analyze the fill rate data (including the fill rate per course for both day and evening), provided by Institutional Research for this program for a three year cycle and answer the following questions:

Average fill rate of course in program: How does this program compare to:

ESL courses	Fall 2001 (# of classes offered)	Fall 2002 (# of classes offered)	Fall 2003 (# of classes offered)
Day classes	32.750 (44)	43.724 (40)	33.333 (36)
Evening Classes	28.045 (22)	31.000 (23)	31.333 (19)
Totals	60.795 (66)	74.724 (63)	64.666 (55)

- 1) Given the data, is the program in a growth mode?  Yes  No  
Comment:

Although Fall 2003 indicates fewer classes offered, this decrease, as previously stated, is a result of the many ESL sections that were cut due to the budget crisis. However, in examining the growth between Fall 2001-02, it is clear that enrollment increased. In addition, both day and evening courses were increasing based on the fill rate. Retention was strong. Thus, based on this information, we would have every reason to believe the trend of growth would have continued into Fall 2003 had there not been a budget crisis.

- 2) What adjustments are indicated?  
Explain.

As previously stated, fewer classes were offered in the Fall 2003 semester, yet the fill rate suggests that more students were enrolled in fewer sections, so the demand for the classes continue to be strong. Consequently, the ESL instructors were working harder with impacted classes while still maintaining high retention.

- 3) Should a recommendation be written that addresses the data?  Yes  No  
(If yes, list)

- As previously stated, there should be an increase in the number of day and evening ESL classes to equal those offered in 2001.

### C. Scheduling: Student Satisfaction with Scheduling

**Instructions:** Complete the chart below. Indicate the time when sections of courses in the program are currently scheduled to start. Analyze the data provided by Institutional Research on student satisfaction with scheduling in the program and answer the questions (the numbers -1 or 2—represent the number of sections of each course offered at that designated time).

Summer and Fall 2001

Course	During the early morning before 10 am	During the late am/early pm 10am-1:55 pm	During the late afternoon 2 pm-4:25 pm	During the evening 4:30 & later	During the weekend	During the summer	Via Tele-course	Via Online
51A	1	1	1	2	0	1	0	0
51B	1	2	0	2	0	2	0	0
51C	0	1	0	1	0	0	0	0
52A	2	0	1	2	0	1	0	0
52B	0	5	1	3	0	1	0	0
52C	0	1	0	0	0	0	0	0
53A	1	5	1	2	0	2	0	0
53B	2	4	1	3	0	6	0	0
55	1	0	0	0	0	0	0	0
AX	1	4	0	4	0	3	0	0
1A	0	4	0	3	0	0	0	0

Summer and Fall 2002

Course	During the early morning before 10 am	During the late am/early pm 10am-1:55 pm	During the late afternoon 2 pm-4:25 pm	During the evening 4:30 & later	During the weekend	During the summer	Via Tele-course	Via Online
51A	1	0	1	2	0	0	0	0
51B	1	1	1	2	0	2	0	0
51C	0	1	0	1	0	0	0	0
52A	2	0	1	2	0	1	0	0
52B	1	4	1	3	0	2	0	0
52C	0	1	0	0	0	0	0	0
53A	1	4	2	2	0	3	0	0
53B	3	2	3	3	0	4	0	0
55	0	1	0	0	0	0	0	0
AX	1	1	2	5	0	4	0	0
1A	1	2	1	3	0	0	0	0

Summer and Fall 2003

Course	During the early morning before 10 am	During the late am/early pm 10am-1:55 pm	During the late afternoon 2 pm-4:25 pm	During the evening 4:30 & later	During the weekend	During the summer	Via Tele-course	Via Online
51A	1	0	1	2	0	0	0	0
51B	1	1	1	2	0	2	0	0
51C	0	1	0	0	0	0	0	0
52A	2	1	1	2	0	1	0	0
52B	1	5	1	2	0	1	0	0
52C	0	1	0	0	0	0	0	0
53A	1	3	2	2	0	3	0	0
53B	3	1	0	2	0	4	0	0
55	0	1	0	0	0	0	0	0
AX	1	1	2	2	0	4	0	0
1A	0	2	1	1	0	0	0	0

- 1) **What (if anything) is indicated by the student satisfaction with scheduling?**

Roughly 77% of the ESL students prefer early morning or late morning classes. The remainder of the students prefer either the early afternoon or the evenings.

- 2) **Are there time periods of high student demand, which are not being addressed?**  Yes  No

- 3) **Should a recommendation be written addressing this area?**  Yes  No  
(if yes, list)

In the Summer and Fall Semesters, 2001, 36 sections were offered; nine during the early morning (before 10:00 a.m.) and 27 during the late morning/early afternoon (10:00-1:55 p.m.). Twenty-two courses were offered during the evening, 4:30 and later.

In the Summer and Fall Semesters, 2002, 28 sections were offered; eleven during the early morning (before 10:00 a.m.) and 17 during the late morning/early afternoon (10:00-1:55 p.m.). Twenty-three were offered during the evening, 4:30 and later.

In the Summer and Fall Semesters, 2003, 27 sections were offered; ten during the early morning (before 10:00 a.m.) and 17 during the late morning/early afternoon (10:00-1:55 p.m.) Fifteen courses were offered during the evening, 4:30 and later.

The results of the student surveys indicate that about 54% of the ESL students prefer a late morning class and 25% prefer an early morning class. Only about 8% of students prefer evening courses. Based on the survey information and the low attrition rates of the ESL morning courses, more morning courses should be

offered with fewer in the evening. However, it should be noted that the students surveyed were generally "day time" students. It is important to note that these results are predictable in that the day-time students surveyed prefer day classes. It would be helpful to survey night-time students to get the full benefit of the results.

#### D. Retention and Success

##### A. Retention

**Instructions:** Review and analyze the data on retention (course completion with a grade other than W) over a three-year cycle comparing day to evening classes, term to term and course levels. Success refers to the successful course completion of students who have obtained either Credit or an A, B, or C in the courses.

#### Spring 2001 Success and Retention Rates for ESL

ESL courses	Overall Success Rates	Overall Retention Rates
51A	58.5%	80.2%
51B	66%	71.3%
51C	67.2%	77%
52A	79%	88%
52B	79.7%	90%
52C	79.3%	79.3%
53A	68.6%	76.8%
53B	74.6%	86.8%
55	71.4%	96.4%
AX	73.8%	86.7%
Overall Humanities Division	62.8%	78.8%
Overall ESL Department	72.7%	83.3%

**Fall 2001 Success and Retention Rates for ESL**

ESL courses	Overall Success Rates	Overall Retention Rates
51A	64.6%	79.2%
51B	69.4%	75.4%
51C	79.1%	86.6%
52A	75.9%	82.1%
52B	77.9%	88.2%
52C	66.7%	87.9%
53A	68.4%	77.1%
53B	72%	82/3%
55	69.7%	94.9%
AX	72.7%	89.2%
Overall Humanities Division	65.4%	79.9%
Overall ESL Department	72.30%	82.3%

**Spring 2002 Success and Retention Rates for ESL**

ESL courses	Overall Success Rates	Overall Retention Rates
51A	61.3%	74.5%
51B	68.2%	79.1%
51C	71.9%	71.9%
52A	70.2%	78.7%
52B	78.1%	84%
52C	86.8%	94.7%
53A	58.7%	76%
53B	76.1%	85.2%
55	88.2%	88.2%
AX	83%	91.9%
Overall Humanities Division	64.1%	78.4%
Overall ESL Department	71.8%	81.2%

**Fall 2002 Success and Retention Rates for ESL**

ESL courses	Overall Success Rates	Overall Retention Rates
51A	77.2%	77.3%
51B	69.2%	77.5%
51C	86.6%	88.1%
52A	76.9%	85.2%
52B	86.9%	88.2%
52C	88.8%	100%
53A	73.3%	78.7%
53B	80.4%	83.6%
55	84.2%	84.2%
AX	80.8%	88.8%
Overall Humanities Division	68%	79.7%
Overall ESL Department	78.8%	82.9%

**Spring 2003 Success and Retention Rates for ESL**

ESL courses	Overall Success Rates	Overall Retention Rates
51A	73.1%	76.9%
51B	76.3%	83.9%
51C	85.2%	86.9%
52A	77.8%	85.4%
52B	84.3%	85.3%
52C	91.2%	100%
53A	72.4%	79.9%
53B	87.3%	88.9%
55	85.1%	85.2%
AX	75.8%	89.1%
Overall Humanities Division	67.4%	78.2%
Overall ESL Department	81.3%	85.3%

### Fall 2003 Success and Retention Rates for ESL

ESL courses	Overall Success Rates	Overall Retention Rates
51A	71.4%	81.9%
51B	67.6%	76.9%
51C	82%	84.7%
52A	76%	91.6%
52B	82%	90.7%
52C	76%	92.9%
53A	70%	88.5%
53B	77%	89.8%
55	77%	81.8%
AX	73%	85.3%
Overall Humanities Division	66%	80%
Overall ESL Department	75%	84%

#### 2) Given the data, what trends are observed?

- Retention rates for the semesters listed above remain higher than the overall Humanities Division retention rates. The ESL overall retention rates are 3-8% higher overall than those of the Humanities Division.
- Retention rates for AX (parallel to English A) is extremely high. Traditionally, this same course offered through the English Department experiences high attrition.
- The ESL reading and writing course maintain very strong retention rates. These are traditionally classes that reflect high attrition, especially in the standard English reading and writing courses.
- Retention rates for spring and fall 2001 are consistent, which is significant since they are dissimilar semesters.
- Retention rates for spring and fall 2002 reflect a significant increase compared with 2001 percentages.
- The spring 2003 retention rates are higher than those from the same semester of the previous year.

3) Should a recommendation be written addressing the data?  Yes  No

- Continue to provide as many sections of ESL courses as financially possible since the demand and retention rates remain consistently strong.

**B. Success Rate**

**Instructions:** Review and analyze the data on success rate for students who earned a grade of A, B, C, or Credit) over a three-year cycle comparing day to evening classes, term to term (e.g. fall to spring, spring to summer, etc.) and course levels and answer the following questions:

1) What trends are observed?

- Success rates for the semesters listed above remain higher than the overall Humanities Division success rates. The ESL overall success rates are 7-10% higher overall than those of the Humanities Division.
- The ESL reading and writing course maintain very strong success rates. These are traditionally classes that have low success rates in the standard English reading and writing courses.
- Success rates for spring and fall 2001 are extremely similar.
- Success rates for spring and fall 2002 reflect a significant increase compared with 2001 percentages.
- The spring 2003 success rates are higher than those from the same semester of the previous year.
- For Spring 2001 the 51 series (A, B, C) had fairly low success rates compared to the other ESL courses. These percentages increased by the Fall 2001 semester. For Spring 2002, the results were similar in that the success rates were lower for these same classes, yet, overall, they improved significantly in the fall of the same year.
- 53A experienced a very low success rate in spring 2002 (58.7%), yet by the fall, the rate had increased to 73.3%, showing a significant increase.
- For Spring 2001, 52C and 55 had higher percentages of success than the same course in the fall 2001 respectively. 52 C's success rate in Spring, 2001 was 79.3% while the fall 2001 it dropped to 66.7%. 55 also showed a drop from spring to fall, going from 71.4% to 69.7%. In the Spring 2002, 53A was at a low of 58.7%, but in the fall, the same class was 73.3%. This was a significant increase.

- 2) Should a recommendation be written addressing the data?  Yes  No  
(If yes, list)

ESL courses generally experience very high success rates. If given the opportunity, the program can grow if more sections can be offered. Thus, if at all financially possible, more classes should be offered. Furthermore, the success rates in many of the ESL courses, such as in the writing sequence, are high. Perhaps an in-service workshop with ESL instructors and their counterparts in the English Department might allow for an exchange of ideas. We can speculate that the additional instructional time for the students combined with academic preparation and training of ESL faculty could be reasons for the high success and retention rates of the ESL students.

### III. Curriculum A. Course and Content

#### A. Courses Not Offered

**Instructions:** Indicate the total number of courses in the program and list all courses in the program that are in the catalog but have not been offered in the last three years. Refer to this list to answer the following questions:

Total ESL Courses	Courses in the Catalog	Not Offered in Last 3 Years
44—Reading, Writing, Listening I	XX	XX
45—Reading, Writing, Listening II	XX	XX
51A—Intro to English in Conversation	XX	
51B—Intermediate Listening, Speaking, Pronunciation	XX	
51C—Advanced Listening, Speaking, Pronunciation	XX	
52A—Intro to Reading + Vocabulary Building	XX	
52B—Intermediate Reading + Vocabulary Building	XX	
52C—Advanced Reading	XX	
53A—Elementary Writing/Grammar	XX	
53B—Intermediate Writing/Grammar	XX	
50—Special Topics in ESL		XX
55—ESL for College Students	XX	
AX—Writing the College Essay for Foreign Students	XX	
IA—Reading and Composition for Foreign Students (Freshman Composition)	XX	

1) Given the data, are there courses that should be inactivated?  
 \_\_\_ Yes X No

2) If there are courses not offered in the last three years that you do not wish to inactivate, what reasons are there to keep them active?

Both courses 44 and 45 are Distance Education Courses and while they have not been offered in the last three years, it is possible that interest in them might increase in the future. Therefore, we recommend that these courses remain active for potential future enrollment needs.

3) Should a recommendation be written addressing the data? X Yes \_\_\_ No  
 (If yes, list)

ESL 50, Special Topics, is a course that has been “tabled” by the Curriculum Committee, but is an essential component of the ESL program. It is a proposed 2-unit class focusing on American Culture. ESL students can benefit greatly from a class that explores various facets of American Culture, which cannot always be covered in the other courses. It is recommended that ESL 50 be adopted as part of the ESL curriculum. When learning a foreign language, a cultural component is essential. The fact that ESL students are already living in “their foreign country” suggests that the information obtained from an American Culture course is that particularly important for the students.

### 1. Course Revisions and Additions

Instructions: Utilize the Course Review Chart from the Curriculum Office to answer the questions below:

Course	96-97	97-98	98-99	99-00	01-02	02-03	03-04	04-05
44	X							
45	X	X						
51A			X					
51B			X					
51C				X				
52A			X					
52B			X					
52C			X					
53A			X					
53B				X				
55			X					

- 1) Are there course outlines that should be revised?  Yes  No  
(if yes, list)

Yes. All of the courses except 51C and 53B should be revised within the next two years. The last time 45 was revised was seven years ago and the others were revised six years ago. Therefore, it is recommended that these courses be revised and updated within the next year or two. 51C and 53B should be revised within three years.

- 2) Are there courses inconsistent with current practice in the field?  Yes  
 No

- 3) Should new courses be added to the program?  Yes  No  
Explain.

As mentioned above, ESL 50 should be added to the program in order to address issues of students' culture shock and other areas related to adjusting to the American culture. Furthermore, the Student Surveys indicated that 41.3% of the students would be interested in going to meetings to discuss issues related to their lives as ESL students, such as: school, housing, finding friends, meeting Americans, homesickness, health problems, etc... Another 40.5% stated that they might be interested in these meetings.

- 4) Are adjustments necessary to the conditions of enrollment (Prerequisite, Co-requisite, Recommended Preparation, and Enrollment Limitations) for specific course to increase student success?

Yes  No  Uncertain -comment

- 5) If the program offers a degree and/or certificate, list them and indicate when the requirements were last reviewed? (if not applicable, skip to #7) NA

- 6) Are these degree and/or certificate requirements inconsistent with current practice?  Yes  No

- 7) Is there a need to create or delete a degree and/or certificate?  Yes  No  
Explain

- 8) Should any recommendations be written that address the above responses?  
 Yes  No  
(if yes, list)

## B. Articulation

**Instructions:** Using the California Articulation Number (CAN) Guide, answer the following questions:

- 1) Should any of your courses not currently included in the CAN Guide be articulated? NA
- 2) What problems, if any, are there in articulating courses? NA
- 3) Should a recommendation be written addressing above responses? \_\_\_ Yes \_\_\_ No (if yes, list) NA

## C. Instruction and Assessment

### 1. Active Learning/Learning Methods

- 1) What learning methods are incorporated inside and outside the classroom in the program to promote student success? Explain

In the classroom, the majority of the instructors utilize group discussions and collaborative learning projects. Also, most of the instructors utilize lecture as a means of teaching. Some faculty members have completed their own classroom research and participated in the On Course and Puente Project trainings.

- 2) Should a recommendation be written addressing above response?  
 Yes \_\_\_ No

Fund three faculty to attend future On Course trainings.

### 2. Assessment

- 1) How do you evaluate the extent to which the learning objectives, skills, and competencies are being met?

A) Courses: in student grades; success and retention rates, regular faculty evaluation; classroom research

B) Program (NA)

- 2) How do you use the results of the above evaluation to improve student learning and the quality of the program?

Faculty has the frequent opportunity for self-evaluation, which provides them necessary reflection for the betterment of their classroom and professional (outside) work. Student evaluations of faculty are taken seriously and are another

way in which faculty learn if their instructional objectives are being met and the students are learning effectively.

- 3) Should a recommendation be written addressing this area? \_\_\_ Yes X No  
(if yes, list)

#### IV. Program Requirements

##### A. Instructional Support

- 1) Identify key instructional support areas used by the program.

##### Libraries & Programs:

	Library XXXX		Special Resource		Basic Skills Study Center		Library Orientation
	Music Library		Puente Program		Honors Transfer Program		Other (list)
	Learning Resource Center Media Materials Collection		Assessment /testing Office		Counseling		
	EOP&S/Cal WORKS		Transfer Center		First Year Experience		
	Learning Communi- ties		Project Success				

##### Computer Labs & Tutoring:

	LMTC Computer Commons		SRC High Technology Center		Other Computer Lab; Please List.		Writing Center
	CAI MAC Lab XXXX		Writing Lab				LRC Tutorial Program
	CAI Windows Lab		Math & Science Lab				Math Tutoring
	TOP Lab		Keyboard- ing Center				SRC Tutorial Program
	Hawthorne BTC						EOP&S Tutoring
	Inglewood Center						

**Faculty Support Services:**

	Graphic Arts		Copy Center XXXX		Distance Education		Other (Please List)
	Media Services AV Production		Tech Services Help Desk XXXX		Teleconferences		Copy Center
	Media Services AV Equipment Distribution XXXX		Support Staff		Webconferences		
	ECC Vehicles		ECC hosted Websites XXXX		Staff Development XXXX		
	ECC E-mail						

2) **Do you have some instructional support needs that are not being met?**

Yes  No

- More technical support is needed in the classrooms.
- Functional equipment such as Overhead Projectors and televisions with videos
- The Writing Center is also in need of a trained ESL tutor to address this population of students.
- More accessibility is needed for ESL courses in the computer lab.
- Microfilm machines are needed in the library for faculty as well as student research projects.
- More training on Microsoft Office, including Powerpoint is needed.

3) **Should a recommendation be written to address your needs?**

4)  Yes  No

(if yes, list) (see above)

**B. Facilities and Equipment**

1) **Does the program make effective use of its facilities and equipment? Explain**  
No, as mentioned above, the ESL students should be able to benefit more from the Writing Center services by having a trained ESL tutor. Much of the classroom equipment is also in need of repair.

2) **Are adequate facilities, equipment and supplies available for the program?**

Yes  No

(explain)

Already stated above.

3) **Are the facilities and equipment adequately maintained?**  Yes  No

- 4) **Should a recommendation be written addressing the data?**  Yes  No  
(explain)

Much of the facility and equipment needs of the ESL Department will be met after the construction of the Humanities Complex, such as basic materials (pens, projectors, etc.) It was also recommended that a designated space be given for an ESL in which to put materials specific to the needs of the instructors and students.

### C. Staffing

**Instructions: Analyze the data on FTEF, adjunct FETF, and the FT/PT ratio for the most recent fall semester and answer the following questions:**

**FTEF (full time equivalent faculty):** (see attached sheet for the numbers)

**FT/PT load ratio:**

- 1) **How do the program numbers compare to a like semester (fall to fall) three years ago or the previous program review?**

(see attached)

- 2) **What do the program data indicate? Comment on any trends or unusual data.**

- 3) (see attached)

- 4) **How does the FT/PT ratio benefit or harm the program?**  
(see attached)

- 5) **Do you have a faculty mentoring program?**  Yes  No  
**Describe.**

- 6) **How do faculty maintain currency in their field?**  
Flex Activities; TESOL and CATESOL Conferences; On Course Trainings;  
attendance at ECC Brown Bag Workshops; Puente Workshops.

Fill in the faculty status data below and answer the questions that follow.

Name	Reassigned time (how much in %)	Currently on leave (check)	Retired in last 2 years (check)	FT hired last 3 years (check)	Anticipated to retire in next 3 years (check)
Coughlan		F'03 sabbatical			
Herschenhorn					
Houston					
Llado					
Mochidome				F'02	
Strach	Pre F-03				
Weir					
West					
Uyemura				F'01	
Young					

**6a. How does this data impact the program?**

As evidenced by the above table, eight of the ESL faculty members are long-time ECC instructors. We are not anticipating any imminent retirements, but it is important to note that in order to secure the department's future, continued full-time hiring should be a priority. One faculty member is in pre-retirement and her position should be considered in future hiring by the college regardless of any new positions opening up this year. Also, as mentioned under the "Analysis of Growth Potential", the ESL Department expects further growth and the challenge of filling classes with adjunct faculty becomes more intense since they can only teach one ESL class per semester. A new ESL full-time faculty member will be hired for Fall 2004.

**6b. Will this data affect the program in the future? See 6A above.**

**7) From this information, can you identify present and future staffing needs? \_\_\_**  
**X Yes \_\_\_ No**

**Explain:**

To insure the future of the ESL Department, it would be prudent to continue expanding the full-time faculty, and when there is a full retirement, it is recommended that the faculty member be replaced as soon as possible.

**8) What is the department doing to address any future staffing needs?**

This coming academic year, 2004-05, the Humanities Division will be hiring one full-time ESL instructor.

**9) Should a recommendation be written addressing the data? X Yes \_\_\_ No**

(if yes, list)  
 See above.

## D. Planning

- 1. Do the program faculty and other personnel have a clear idea of what is happening in the program, where it is headed, what external changes are affecting it, and what changes need to be made in order to enable the program to adapt and continue to be successful? Explain.**

Yes, the ESL Department has submitted Strategic Goals and Objectives for 2004-2007. These goals respond to the trends impacting the Department in a variety of ways. First, the Department has committed to improving the quality of the educational offerings. Objectives include increasing the number of faculty attending professional conferences, establishing a faculty development committee, implementing orientation and mentoring for new and part-time faculty, developing standards for course syllabi, and ensuring that the curriculum is in compliance with Title 5 review procedures.

Second, the Department is committed to promoting student-centered learning to increase student success. Objectives include increasing the frequency and quality of student-faculty interaction, supporting developmental students through increased participation in the First year Experience and Learning Communities, encouraging a sense of belonging and responsibility among students using the On Course model, and monitoring the success of students in the Department's classes.

Third, the Department is committed to supporting innovative practices that enhance the educational experience. Objectives include maximizing the use of educational technology in the new Humanities building, revising course offerings to include electronically-based classes and new courses, and offering faculty development opportunities on the topics of active learning, cooperation among students, learning styles differences and students with disabilities.

- 2. What data, not currently, provided, would be needed in order to improve planning for the development of the program? Explain.**

More information should be obtained from students who study in the evenings. Furthermore, students could be surveyed regarding their interests in more in depth discussion regarding the affective domain of their education, something that is often over-looked in areas of academia, but is quite crucial for second language learners, who experience various degrees of culture shock.

- 3. What major external changes or trends do you expect to be of particular relevance to your discipline in the next five years?**

Three current trends significantly impact the ESL Department: the noted growth mode of student demand for courses; increasing numbers of immigrant and under-prepared students; and the rapid development of informational technology.

**4. What will the implications of these changes or trends be for the program and how will the program need to respond?**

The significant growth in student demand for ESL courses shows no sign of abating in the near future. As noted, both the numbers of students enrolling and the number of enrolled students completing their courses has risen consistently. The trend was interrupted by the budget cuts required for 2003-2004, but the demand for high-quality courses promises to continue to increase. An influx of immigrant populations who are attending college in unprecedented rates coupled with increasing reliance of the UC and CSU systems on community colleges to provide developmental education accent the critical role of ECC's ESL Department.

An additional trend affecting the ESL Department is the increasing reliance on information technology, both in the educational setting and in the work place. To effectively prepare students, it is essential that faculty are knowledgeable about and can effectively integrate technology in their teaching.

**5. Based upon the information above, how would you like the program to evolve within the next five years?**

The ESL Program should continue to respond both to the needs of its changing student populations as well as its growing faculty. Specifically, the ESL Department should advance in areas of technology and in class offerings that address the American cultural needs of its diverse population.

**6. Should a recommendation be written addressing the data?  Yes  No**  
(if yes, list).

- The ESL classrooms need more up-to-date classroom equipment and resources to complement its growth. Classrooms should accommodate computer use with internet access.
- Instructors should have greater access to computer-networked projectors with PowerPoint, as well as video cameras, video/DVD players for presenting course material effectively to students.
- The ESL Department's internet website should be constantly updated to provide the general community with current information regarding its faculty, the courses being offered, and its assessment procedures to increase interest and enrollment in ESL courses.
- Use computer programs to track success of students in getting through the ESL Program.

## V. Conclusion

### A) Prioritized Recommendations for ESL Faculty and Students

- Establish a formalized Mentoring Program for adjunct and full-time faculty
- Provide technology training for ESL faculty (basic computer use) both in and out of the classrooms
- Establish an American culture class
- Hire a full time ESL counselor
- Designated ESL student social area to facilitate communication and a sense of community
- Provide meetings for ESL students to discuss their challenges and various issues
- Consider a prerequisite for 1A, such as 52C.

### B) Major Needs

- Based on the faculty surveys, both full-time and adjunct instructors would like to have more collaboration. Instituting a formalized Mentoring Program would facilitate two goals of the Department: faculty would be able to help each other with adjusting to courses as well as the college, if necessary. Second, this relationship could respond to another faculty need--more consistency of standards for courses through the establishment of norming sessions. These sessions would help increase the consistency between the same courses and would provide clearer matriculation guidelines.
- The ESL instructors also expressed interest in more technology training in basic computer skills for their professional use both in and outside of their classrooms.
- Faculty indicated the need for an increase in full time ESL positions.
- Heavily promote faculty office hours.
- Encourage the use of multiple teaching methods in class.
- Continue to promote the library, counseling, and writing center services. Make a deliberate effort to inform students in writing of other available services.
- Work with the District to fund both ESL Orientations and bilingual aides.

- Consider forming on-going, informal ESL student groups.

### **C) Strategies to Implement Recommendations and Needs**

- The ESL Department should provide more opportunities for both adjunct and full-time faculty members to come together to discuss curricular issues and syllabi. These meetings can also incorporate the Mentoring Program. The new Mentor Program can be established at the beginning of the semester.
- Some of the ESL meetings can be held in the computer lab to allow the instructors to practice using some of the newer technology.
- Work with Staff Development to provide more computer training for ESL faculty.

### **Additional Information from Faculty Surveys**

- The majority of the full-time and adjunct instructors use lecture, group discussion and collaborative learning projects as the three main teaching methods or programs in their classrooms.<sup>2</sup>
- Many of the full-time and adjunct ESL instructors are members of TESOL and CATESOL and regularly attend ECC Flex activities. Two adjunct faculty members participate in committees, and seven attend department meetings.
- Both full-time and part-time faculty believe strongly that mentoring activities for faculty new to the campus and new to specific courses should be continued and expanded. Several faculty stated that mentoring is valuable not only for individual faculty members but for enhancing consistency across the ESL program, especially in the writing courses.
- Part-time faculty felt that generally most of their information came from full-time faculty, with office staff providing additional information.
- Three out of the eight full-time faculty expressed concerns about technology, asking for more basic computer use classes. Among all faculty, the least-used campus resource was campus e-mail. The most used were the library and the copy center.

### **Additional Information from Student Surveys**

- The ESL Department's demographics have shifted since the 1993 Program Review, in which 32% of ESL students were Latinos. Today, 23.5% are Spanish-speaking, whereas 43.4% are Asian, with the four largest groups in descending order being Korean, Japanese, Chinese and Vietnamese.

- Institutional outreach seems of dubious value since 52% of our students stated that they had heard about ECC from a friend. 38% of the students chose ECC because it was close to home and 25% chose it because of either its good academic transfer rate or because of its quality instruction.
- About 80% of the students who attended an orientation found it either very or somewhat useful. This finding suggests that we should continue to promote and perhaps expand orientation availability.
- The most popular on-campus services are the library and the counseling division, with nearly 90% of the students who used the library finding it either very useful or useful. Nearly 70% of students who used counseling services found them very useful or useful. However, when students were asked who they found most useful in planning their programs, nearly 34% cited ESL teachers, nearly 27% cited counselors and about 20% cited friends.
- The third most popular resource was the Writing Center, with 58% of those using it finding it either very useful or useful although 30% claimed not to know about the Writing Center at all.
- Based on the surveys, the ESL students do not know about the myriad of services available on campus.
- Although quality of instruction or high transfer rates were cited by nearly 24% of the students as the reasons for choosing ECC, 58% said they never use instructor office hours. However, of those who do use instructor office hours, 89% found their visits to be either very useful or useful. The findings suggest that the Department might brainstorm ways in which to get students to use office hours.
- The most popular form of learning for the students (45%) is a mixture of lecture, group work, group projects, individual projects and computer lab work. Also, 75% of the students claimed a fair amount of computer literacy.
- 41.3% stated that they would welcome informal ESL problem discussion groups. Another 45.5% stated that they might welcome these groups.
- 86% of the students stated that bilingual aides would be useful, especially at registration.

## Appendix

We have worked with the college's researcher to create a **Student Progression Chart**, which is attached. We added this element to our Program Review because it provides an additional form of analysis for the ESL Program. However, it is also critical to mention what the data does not convey. Specifically, in every graph, attrition is evidenced as the students progress in their coursework. However, it must be mentioned that many ESL students enroll in courses for a variety of reasons: personal improvement, socialization, language improvement for wages, etc.... Thus, the attrition cannot be viewed without considering that many students never plan to study through the entire ESL series of courses.